

Title of Lesson: Dream Catchers

Grade Level: 5/6

I. Goals:

- National Standards for Art Education
 - Content Standard 4
 - Understanding the visual arts in relation to history and cultures.
- Maryland Voluntary State Curriculum
 - Standard 2.0 Peoples of the Nation and World
 - Topic A: Elements of Culture
 - Objective a: Define how culture influences people
 - Objective c: Examine and describe the unique and diverse cultures of early Native American societies

II. Objectives:

- Students will be able to construct a craft typical of the Native American culture by making dream catchers with paper plates, yarn, and beads.

III. Concepts:

- **Dream catcher** is a craft of the Native American culture which is handmade, starting with a hoop and web, and then decorated with personal and sacred items such as feathers and beads. It is intended to protect a sleeping individual from negative dreams, while only letting positive dreams through.
- **Cradleboard** is a typical North American baby carrier used to keep babies secure and comfortable and at the same time allowing the mothers freedom to work and travel.

IV. Visuals:

- Tri-fold board for presentation
- Dream catcher prototype
- Pictures of the steps for making a dream catcher

V. Supplies and Equipment:

- Permanent marker (to write names)
 - Assorted colors of pre-cut yarn
 - Outside and inside pieces for weaving (3 half arm lengths/36 in.)
 - Bottom pieces for beads and feathers (6-8 in.)
 - Loop pieces for hanging dream catchers (6 in.)
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- Assorted Colors of feathers
- Assorted Colors of pony beads
- Small 7 in. white paper plates (pre-cut with 8 holes, pre-hole punched)
- Scissors
- Elmer's glue bottles
- Bowls/bags for Supplies

VI. Teaching Procedures:

Time Allotment: 30 Min.

12:30 to 12:33	<p>A. Introduction (3 min.)</p> <ol style="list-style-type: none"> 1. Review or transition from the previous period <ol style="list-style-type: none"> a. Ask the students what they did at the previous station, and have them possibly share what they did. 2. Motivation: <ol style="list-style-type: none"> a. Ask the students if they remember any of their dreams at night. Explain that the Native Americans believed that the night air is filled with dreams both good and bad. b. A dream catcher is a Native American craft. They were traditionally woven by grandfathers and grandmothers for newborn children and hung above the cradleboard. A dream catcher was intended to protect the sleeping individual from negative dreams, while letting positive dreams through. The positive dreams would pass through the hole in the center of the dream catcher, and glide down the feathers to the sleeping person below. The slightest movement of the feathers indicated the passage of yet another beautiful dream. The negative dreams, however, couldn't find their way through the web and would get trapped there until the sun rose and evaporated them like morning dew. 3. Presentation of concepts/introductory activities: <ol style="list-style-type: none"> a. Dream catcher is a craft of the Native American culture which is handmade, starting with a hoop and web, and then decorated with personal and sacred items such as feathers and beads. It is intended to protect a sleeping individual from negative dreams,
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	<p>while only letting positive dreams through.</p> <p>b. Cradleboard is a typical North American baby carrier used to keep babies secure and comfortable and at the same time allowing the mothers freedom to work and travel.</p>
12:33 to 12:38	<p>B. Instruction/Demonstration (5 min.)</p> <p>1. Refer the students to the pictures that demonstrate the instructions that they are to follow in making their dream catchers. Begin a demonstration model, referring the students the pictures, as the students listen and follow along.</p> <ol style="list-style-type: none"> a. Grab a pre-cut and pre-hole punched paper plate, and have the teacher write your name on the back. b. Pick color of yarn. c. Tie one end of the yarn to one of the holes on the plate. Weave the yarn through each hole going clockwise; tie a knot at each hole, until back at the beginning hole. Cut off the remaining yarn. d. Get another piece of yarn of the same color as the previous and tie to the beginning/ending knots (at same hole). Begin weaving yarn through each stretch of yarn until you come to the center of the ring. e. Tie a knot at the center. f. Get 3 pieces of short yarn of the same color, and attach each one to one hole, side by side, by tying a knot. g. Select 1-3 beads to thread onto each piece of yarn. h. Select 3 feathers, one for each piece of yarn, and glue to the end of the yarn, overlapping a bit. i. Pull the beads down to cover the glued part. j. Using another piece of short yarn, attach a loop of yarn to the top to hang the dream catcher.
12:38to 12:58	<p>C. Work Period (20 min.)</p> <ol style="list-style-type: none"> 1. Supply Distribution <ol style="list-style-type: none"> a. Give each student a pre-cut and pre-hole punched paper plate after writing his/her name on it. b. Hand out the other supplies when they are needed 2. Task analysis of student-teacher interaction

	<p>3. Clean-up Procedures</p> <ol style="list-style-type: none"> a. Throw any unused pieces of yarn away. b. Close glue bottles c. Put any other unused/usable supplies back in bowls/bags (i.e. beads, yarn, paper plates, etc.)
12:58 to 1:00	<p>D. Closure (2 min.)</p> <ol style="list-style-type: none"> 1. Review of lesson: <ol style="list-style-type: none"> a. Have one of the students feed back the importance of dream catchers to the Native American culture. b. Remind the students that when they go home, to hang their dream catcher above their bed, in hopes to let good dreams pass through, and have bad dreams get tangled in the web. 2. Sharing/critique of work <ol style="list-style-type: none"> a. Students will share with the other students the dream catchers that they made.

VII. Evaluation

- a. The planning/teaching process
 - Were there enough supplies to appropriately conduct the lesson?
 - What would you do differently if you repeated this lesson?
- b. The meeting of objectives
 - What did the students learn as a result of this lesson?
- c. General behaviors of students
 - Was the lesson successful? How do you know?
- d. The quality of work produced
 - Were the students able to complete the lesson as designed?
- e. What to do for the next lesson
 - What should the follow-up lesson be?